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ABSTRACT

This teaching unit, Introduction to Radio and T.V. Occupations, is one in a series of career guides developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking third and fourth grade elementary classroom experiences with the world of work. Part of the Communication and Media Occupations Career Cluster, these eight lessons discuss the major divisions of jobs in radio and T.V. production, relate personality traits and educational requirements to specific jobs and identify job opportunities in the field. An introductory section gives the unit rationale, goals, performance objectives, entry-level assessment, and evaluation. A list of instructional materials, such as films, filmstrips, books, art supplies, and community resources, is included in this section. Each lesson contains a statement of purpose, materials needed for the lesson, an introductory statement, class activities, and a summary activity. Written materials (such as worksheets, surveys, and task cards) are included where feasible. (This guide is one of twenty-four in the series for grades 3 and 4--CE 025 766-789.) (MEK)

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OFFICE OF CLAUDE W. RICHARDSON
KERN COUNTY SUPERINTENDENT OF SCHOOLS

ED187993

Project CHOICE
#110

A CAREER UNIT FOR GRADES 3 AND 4

INTRODUCTION TO RADIO & TV OCCUPATIONS

(Communication and Media Occupations Career Cluster)

CE 085 776

February, 1978

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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FOREWORD

Project CHOICE: Children Have Options in Career Education, is an Exemplary Project from the San Diego City School District, which has been adapted, with ESEA Title IV-C funding, for Kern County Schools.

Through Project CHOICE, units have been developed to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. All students, regardless of their post-high school plans, share an equal need for career awareness, decision making skills, and other elements of career education. This goal can be accomplished if all teachers and counselors "fit" the appropriate units where they best apply in the curriculum.

We are indebted to the San Diego City School District, and the Project CHOICE staff, for developing and field testing the original units.

For their excellent work in re-writing the units in order to adapt them for use in Kern County Schools, we wish to recognize:

Patricia Alexander
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Communication and Media Occupations Career Cluster

INTRODUCTION TO RADIO & TV OCCUPATIONS

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Communication and Media Occupations Career Cluster

INTRODUCTION TO RADIO & TV

RATIONALE

All of us are influenced greatly by radio and television. These two communications media are very familiar to children. It would be of interest and benefit for them to become aware of the production end of what they see and hear daily.

GOALS

Through this unit, the pupils will:

- Consider how mass media affects their lives.
- Learn what occupational opportunities are available in radio and TV.
- Become aware of the four main divisions of radio and TV production.
- Realize the special traits and education needed for broadcasting jobs.
- Become aware of opportunities for women in radio and TV.
- Understand the difference between networks and individual stations.

PERFORMANCE OBJECTIVES

By the end of this unit, pupils will be able to:

- Name the four main divisions of radio and TV production.
- List some occupations that fall under each of the four divisions.
- Describe the difference between networks and individual stations.
- List five personality traits that would be important in radio and TV occupations.
- Identify 5 ways in which radio and TV affects their lives.
- Tell about job opportunities for women in radio and TV.
- Describe the kind of education and training needed in radio and TV occupations.

ENTRY LEVEL ASSESSMENT

(To be used as a pretest and post-test)

Use this informal inventory to determine class awareness of TV and radio occupations.

1. In what ways do radio and TV affect your lives?
2. What are some of the jobs available at radio and TV stations?
3. What kind of education or training is needed in radio and TV occupations?
4. What is meant by a radio or TV network?
5. What personality traits would be useful in radio and TV occupations?

EVALUATION

The final lesson has been set aside for evaluation. The Entry Level Assessment may be used as a pretest as well as a post-test, or the teacher may wish to develop his/her own. Responses may be taped or written, so that comparisons may be made in order to determine how well pupils have achieved the objectives.

SUGGESTED INSTRUCTIONAL MATERIALS

Use the following materials and equipment in this unit:

- Task Cards.
- Library books as listed.
- Art materials.
- Magazines, newspapers.
- Tapes and tape recorder.
- Pamphlet: "Careers in Television and Radio", if possible.
- Telephone directory.
- Television set or radio.
- Encyclopedia, dictionary.

Films:

T.V. Serves Its Community
Communication in the Modern World
Making of a Live T.V. Show
Television in Your Community
Behind Your Radio Dial
Jobs in the City: Mass Media

Filmstrips:

Communication: Television, Radio

Books:

<u>Title</u>	<u>Author</u>
From Drumbeat to Tickertape	Osmond
Let's Go to a Television Station	Burcheimer
Come to Work With Us in a Television Station	Wilkinson
Tee Vee Humphrey	Lewellen

AVAILABLE IN INSTRUCTIONAL RESOURCE CENTER: OFFICE OF THE KERN
COUNTY SUPERINTENDENT OF SCHOOLS
(Please preview first, to be certain of suitability for specific
students and situations).

Films: MP 1113 Animation Goes to School
MP 1360 Microphone Speaking

COMMUNITY RESOURCES

KBAK Channel 29 TV; David Moore; Operations Manager; 327-7955;
Bakersfield.

Bakersfield Adult School; Roger Benischek.

KBCC (Bakersfield College Station); 395-4523.

INSTRUCTIONAL STRATEGY: LESSONS 1-8

Lesson 1

PURPOSE

To consider the effect of the communication media on our lives.

MATERIALS

1. Worksheet #1, How to...Communicate and/or Worksheet #2, How Can We Communicate (following pages).
2. Chalkboard and chalk.
3. Task Cards 1 and 2.

INTRODUCTION

Say: "Today we are going to consider how the mass media affects our lives. We are also going to think about the ways in which communication is important to us."

CLASS ACTIVITIES

1. Write the terms mass media and communication on the chalkboard. Invite speculation about the meanings of the terms.
2. Do the crossword puzzle worksheet and/or the completion worksheet.
3. Do task card activities.

SUMMARY

1. Summary of new concepts.
2. Reports from students using task cards.

Note: Because the vocabulary may be difficult for some, the teacher should work through these worksheets with the students, taking opportunities to stress the importance of various methods of communication.

Work Sheet #1

How To....Communicate?

A. For each situation listed below, write one or more ways in which the information or idea could be communicated to others. As an example, the first one is done for you.

1. An earthquake in Mexico caused much damage to several cities.

television, radio, newspapers

2. A baseball player has broken the home-run record.

3. A political candidate wants you to vote for him.

4. A company wants to advertise its product.

5. A novelist has a good idea for a fiction story.

6. Your sister is getting married.

7. You have some good news to tell a friend who lives in another city.

8. An artist has a good idea for a cartoon.

9. Your grandmother lives far away, and you want to tell her what you have been doing recently.

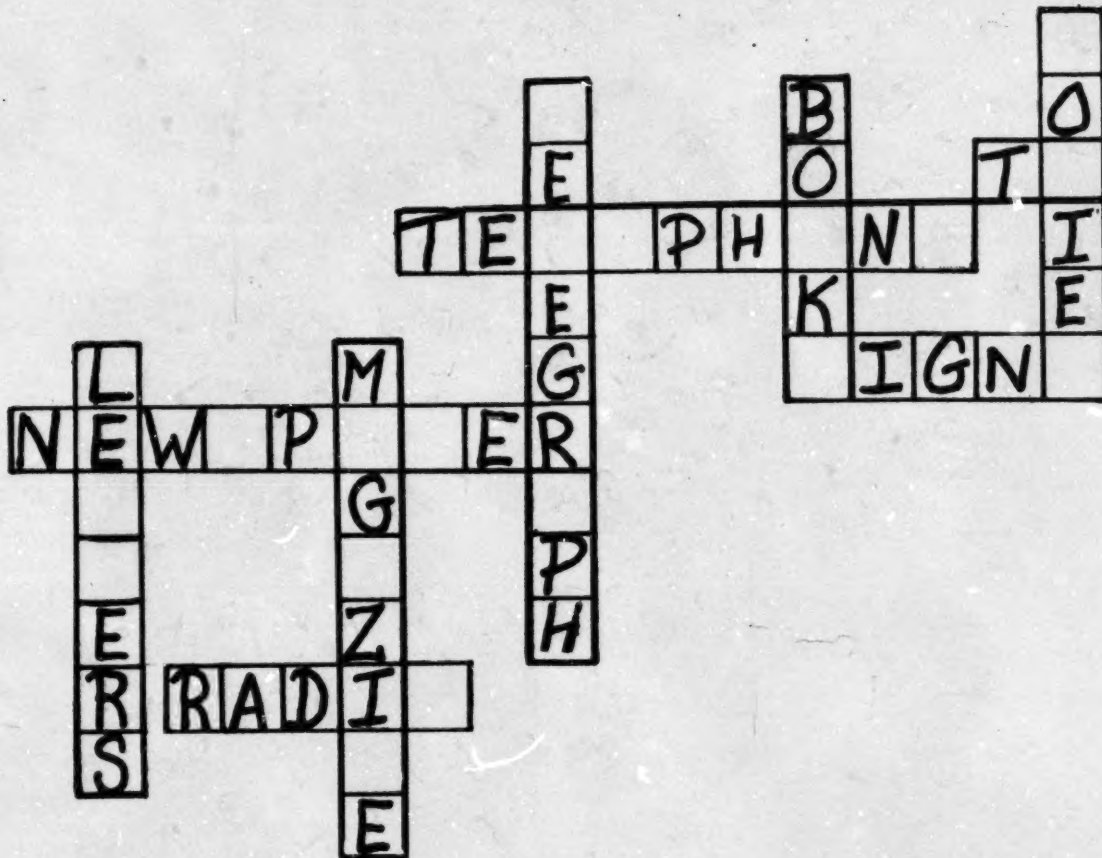
10. You need to send a message to someone who is on a ship cruise.

11. You need some advice about a dating problem.

Work Sheet #2

How Can We Communicate?

- A. Complete this crossword puzzle to find ten different methods for communicating ideas and information. (Fill in each square)



- B. What is at least one job that goes with each of the ten methods of communication?

- C. Are any of these jobs found in or near your community?

Lesson 2

PURPOSE

To become aware of the four divisions of radio and TV production activities.

MATERIALS

1. Production Wheel (See next page): Reproduce on tag or construction paper.
2. 9" x 12" tag or construction paper.
3. Scissors; glue; crayons, or felt pens.
4. Task Cards 3 and 4.
5. Information Sheet #1, following pages (for teacher reference only.)

INTRODUCTION

Say: "Today we will begin to learn about two important kinds of communication: Radio and T.V. There are four main divisions of radio and TV production. Included in these divisions are the many radio and TV occupations. To become aware of these four divisions, we are going to assemble a Production Wheel."

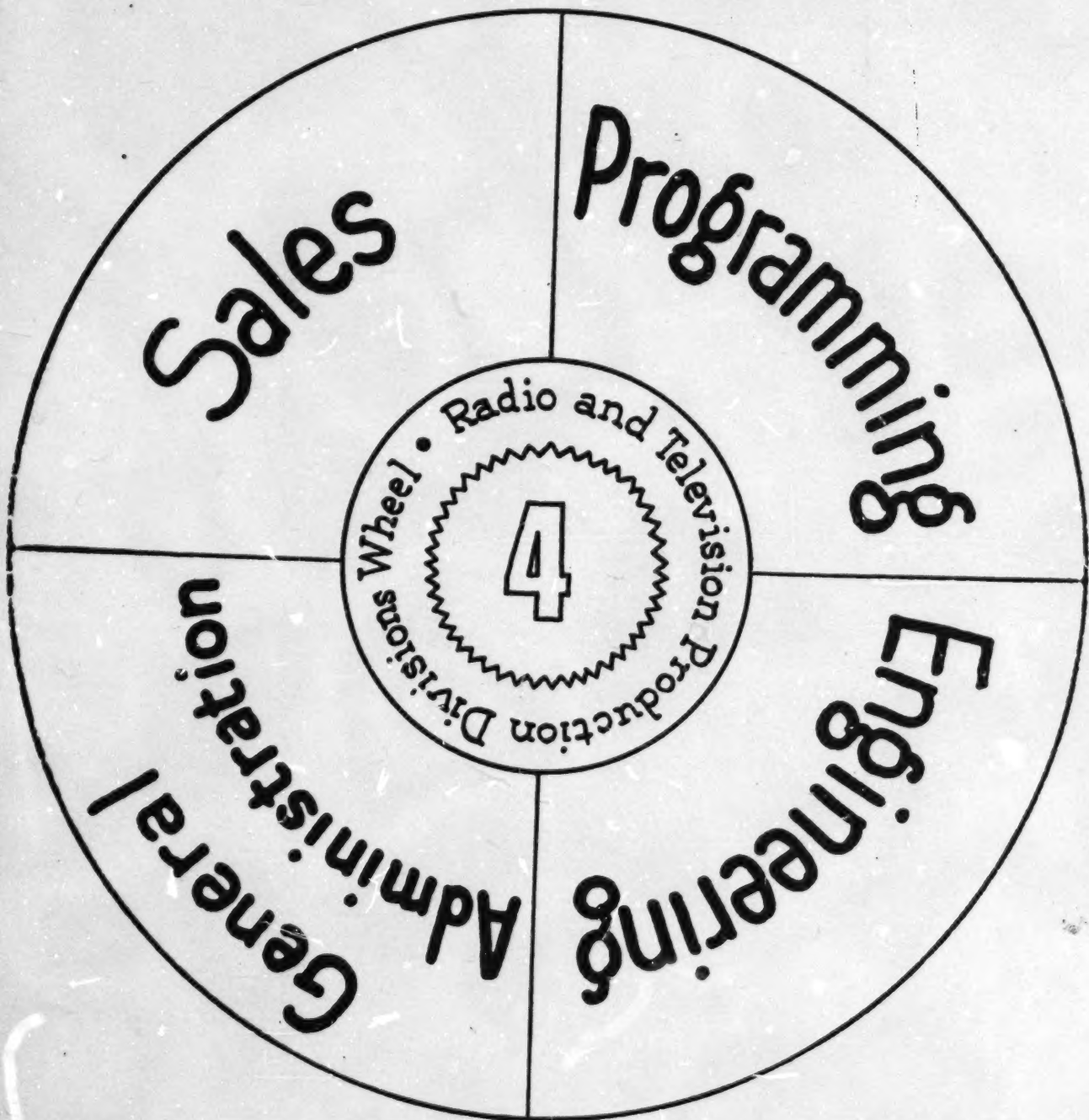
CLASS ACTIVITIES

1. List the four divisions on the board, and discuss what might be involved in the work of each division.
2. Provide the children with materials to assemble wheels.
3. Do task cards.

SUMMARY

1. Children may share their wheels, and review divisions.
2. Reports from those using task cards.

Directions: Cut out the parts of the Production Wheel. Glue them to a piece of construction paper to form a circle. Color.



RADIO AND TV BROADCASTING

D. BROADCASTING

1. Broadcast Preparation Personnel

- a. Copyright Expert - Examines script of radio and television musical programs to be broadcast to ascertain that permission has been secured for use of copyrighted materials.
- b. Director, Music, International Broadcast - Supervises personnel in studio music department and plans musical programs for broadcast to foreign countries, using knowledge of foreign languages and tastes of listeners to create programs of appeal.
- c. Director, Program 1 - Plans programming for radio or television stations or network. Determines type, length, and time of each program, including commercial announcements and newscasts as well as entertainment.
- d. Director, Program 11 - Directs cast in rehearsals and broadcasts of radio program.
- e. Director, Public Service - Plans, schedules, and coordinates broadcasting of public service radio or television programs in various fields such as education, religion, civic, and government affairs.
- f. Editor, Continuity and Script - Supervises writers preparing programs continuity and scripts for broadcasting, and edits materials to insure conformance with company policy, laws, and regulations.
- g. Editor, News - Supervises correspondents, edits and rewrites news items.
- h. Manager, Copyright - Coordinates activities of personnel engaged in examining copyrights of musical and literary materials used for radio and television programs.
- i. Manager, Sound Effects - Supervises and coordinates preparation and production of sound effects.
- j. Producer I - Plans and coordinates various aspects of radio and television programs, namely script preparation, procurement of scenery, props, costumes, coordination of audio, video, music, and timing.
- k. Production Man - Aids in staging rehearsals and presenting television programs. Oversees distribution of studio facilities according to stage floor plan.
- l. Script Reader - Reads scripts of radio and television programs to detect and recommend deletion of vulgar, immoral, libelous, or misleading statements.

- m. Script Writer - Originates theme and dialogue for sketches and plays for radio and television programs.
 - n. Sound Effects Man - Produces sounds by artificial means which, when transmitted and synchronized with program being presented, convey to listener an aural impression of action being broadcast.
 - o. Supervising Film Editor - Supervises and coordinates editing and assembly of filmed scenes.
 - p. Television Film Field Coordinator - Plans, directs, and edits photography taken outside studio for television film shows.
2. Broadcast Presentation Personnel
- a. Announcer - Introduces programs, identifies stations, interviews guests, describes public events.
 - b. Broadcast Checker - Monitors radio and television programs to detect contractual violations.
 - c. Cameraman - Operates television camera to photograph scenes for broadcast.
 - d. Continuity Writer - Creates and prepares material that is read by announcer to introduce and connect various parts of a program.
 - e. Control Room Man - Controls panel board to route radio programs originating in studios of network central stations and at various pick-up points, through switch-back desk and over transmission line.
 - f. Control Room Technician - Controls and maintains control room equipment in television broadcasting studio.
 - g. Control Supervisor - Coordinates activities of control room personnel in transmitting radio and television broadcasting according to program schedule.
 - h. Director, Sports - Coordinates activities of radio or television sports department and participates in sports program broadcast.
 - i. Director, Technical - Coordinates activities of radio or television studio and control room personnel to insure technical quality of pictures and sound for programs originating in studio or from remote pick-up points.
 - j. Light Technician - Positions and operates lighting equipment for television broadcasts.
 - k. Master Control Engineer - Controls equipment to route television programs to transmitter and network lines for local broadcast and distribution to affiliated stations as indicated by daily program schedules.
 - m. Microphone Operator - Positions microphones and controls audio portions of radio and television broadcasts to maintain quality and volume of sound.

- n. News Analyst, Broadcast - Analyzes, interprets, and broadcasts news received from various sources.
 - o. Telecine Operator - Controls equipment, such as playback units and film projectors in television studio, synchronizing equipment with program content and activities of other technical personnel.
 - p. Teleprompter Operator - Types program copy for use in teleprompter and operates teleprompter during rehearsal and broadcast.
 - q. Video Recording Engineer - Controls equipment to photograph television images from video screen, record sound of broadcast, and develop and edit film for rebroadcast.
 - r. Radio Engineer - Operates and maintains station audio and video transmission equipment in compliance with federal regulations.
 - s. Transmission Engineer - Maintains technical standards of broadcasting equipment by conducting tests, planning maintenance, and testing new or modified equipment and techniques.
3. Administration and Sales Personnel
- a. Director, Operations - Coordinates activities of various radio and television broadcasting departments with respect to policy decisions, budget, and personnel.
 - b. Director, Operations, Broadcast - Coordinates preparation of network program schedules.
 - c. Manager, Station - Manages a radio or television station. Supervises sales, programs, engineering, and personnel.
 - d. Manager, Traffic - Arranges for leasing of wire facilities to transmit radio and television programs to individual stations of a network.
 - e. Television Schedule Coordination - Prepares daily operation schedules and advance program log for newspaper, magazines, and traffic department.

Lesson 3

PURPOSE

To learn about the various occupations in the four divisions of production activity.

MATERIALS

1. Large chart containing list of jobs in the PROGRAMMING category: Program Director, Production Manager, Producer-Director, Staff Announcer, Special Program Performer, Sports-caster, News Director, Newsman, Dramatic Actor, Floor Manager, Promotion Manager, Continuity Writer, Scenic Designer.
2. Large sheets of chart paper for group use.
3. Books, as listed. (See Suggested Instructional Materials).
4. Encyclopedias and dictionaries.
5. Student Information Sheet (next page).
6. Pamphlet: Careers in Radio and Television (if available).
7. Task Cards 5 and 6.
8. Information Sheet #1, from Lesson 2 (for teacher reference).

INTRODUCTION

Say: "Yesterday we learned about the four divisions of radio and TV production activities. Today we are going to begin to determine which occupations fall into these four categories."

CLASS ACTIVITIES

1. As a class, discuss the list of jobs which fall into the PROGRAMMING category.
2. Divide the class into groups, which will use books, dictionaries, encyclopedias, and the Student Information Sheet to find occupations which fit into the four divisions.
3. Have students research at least one radio or TV job each.
4. Do task cards.

SUMMARY

1. Group and individual research reports.
2. Reports from those using task cards.

Student Information Sheet

RADIO AND TV BROADCASTING

A. People Who Prepare for Broadcasting

1. Copyright Expert - makes sure that all programs have permission to use materials.
2. Director - plans the programs; directs the program rehearsals.
3. Director, public service - plans programs for public services, such as education, religion, and government.
4. Editor - edits and rewrites materials.
5. Sound Effects Manager - supervises sound effects.
6. Producer - plans and coordinates script writing, scenery, props, costumes, audio and video.
7. Script Writer - writes material for plays and programs.
8. Sound Effects Person - produces sounds to go with programs.
9. Film Editor - edits and puts together filmed scenes.
10. Field Coordinator - plans and directs outside photography.

B. People Who Broadcast

1. Announcer - Introduces programs, interviews guests, describes events.
2. Camera Operator - operates TV camera to photograph scenes.
3. Continuity Writer - prepares materials that announcer reads to introduce and connect parts of the program.
4. Control Supervisor - coordinates activities in the control room, in order to transmit on schedule.
5. Sports Director - in charge of sports department.
6. Technical Director - in charge of all people who operate equipment to film pictures and produce sounds.
7. Light Technician - operates lighting equipment for broadcasting.

8. Control Engineer - controls equipment which transmits programs to transmitter and network lines.
9. Microphone Operator - keeps microphones in position and controls audio.
10. News Analyst - interprets, analyzes, and broadcasts the news.
11. Teleprompter Operator - operates teleprompter for prompting during broadcast.
12. Video Recording Engineer - controls equipment to make video tapes for rebroadcasting.

C. Administrators and Sales Persons

1. Operations Director - in charge of budgets, personnel (people who work there) and decisions that have to be made.
2. Broadcast Director - in charge of network program schedules.
3. Station Manager - manages a radio or TV station. In charge of sales, programs, engineering, and personnel.
4. Television Schedule Coordinator - prepares daily schedules and program guides for newspapers and magazines.

Lesson 4

PURPOSE

To learn more about radio and TV production, and to find out about the training and education needed for this kind of work. To continue to learn about the various occupations involved in the running of TV and radio stations.

MATERIALS

1. Resource person. (See suggestions in Community Resource section).*
2. Permission slips.
3. Task Cards 7 and 8.

INTRODUCTION

Say: "There are many jobs associated with the running of a TV or radio station. We have been learning about some of them. Today, we have the opportunity to hear about these jobs first hand."

CLASS ACTIVITIES

1. Listen to resource person.
2. Have a question and answer period.

SUMMARY

1. Review what was learned from the resource person.
2. Thank you notes per task card.

*Ask the resource person to include, in his/her talk, some training and education requirements for people who work in radio and TV production.

Lesson 5

PURPOSE

To focus on the role of the newscaster in radio and TV occupations.

MATERIALS

1. Radio or television set.
2. Question sheet, next page.
3. Task Cards 9, 10, and 11.

INTRODUCTION

Say: "The newscaster is a very important part of the radio and TV programming division. Many people depend totally on him to inform them of what is happening in their world. Today we are going to watch/listen to a news program. Please fill out this question sheet while observing the program."

CLASS ACTIVITIES

1. Discuss in advance the Question Sheet and how to use it.
2. Observe the program and fill out Question Sheet.
3. Do task cards.

SUMMARY

1. Discussion of completed Question Sheets.
2. Reports from students using task cards.

Name _____

QUESTION SHEET FOR NEWS PROGRAM

Lesson 2

Directions: Fill out this form while watching/listening to a news program. Write brief notes. You may enlarge on your notes later. Be sure you understand the questions before you begin.

1. What is the name of the newscaster? _____

2. What is the station to which you are listening? _____

3. How many different news items did the reporter present?

4. Name the main facts of one news item:
Who _____
What _____
Where _____
When _____
Why _____
5. Place checks by those qualities you observed in the newscaster. Was he
Easy to understand? _____ Sincere? _____
Interesting? _____ Enthusiastic? _____
Honest? _____ Fair? _____

Lesson 6

PURPOSE

To consider the special personality traits needed by radio and TV employees.

MATERIALS

1. 5" x 8" index cards.
2. Pencils.
3. Task Cards 15 and 16.

INTRODUCTION

Say: "In addition to the training needed to be successful in radio and TV, job aspirants require some special personality traits or qualities. Let's consider what some of these qualities might be."

CLASS ACTIVITIES

1. Pass out 5" x 8" cards which have been labeled with the various job titles discussed throughout this unit.
2. Children may work in pairs to list any personality traits they think might be important to the job title on their card. The students should be prepared to tell why they listed as they did.
3. Do task cards.

SUMMARY

1. Review personality traits as well as training and education from Lesson 4.
2. Reports from students using task cards.

Lesson 7

PURPOSE

To learn the differences between networks and individual stations.

MATERIALS

1. Chalkboard/chalk or butcher paper/felt pen.
2. Task Cards 17 through 20.

INTRODUCTION

Say: "Radio and television stations fall into two categories. There are the network stations and the individual stations. Can you name the main networks?"

CLASS ACTIVITIES

1. On the board (or on the butcher paper) list the large network stations. Then list the specific channels associated with those stations in your area.
2. List the radio stations which are allied with each TV network station.
3. List any stations students feel are not part of a network.
4. Do task cards.

SUMMARY

1. Reports from students using task cards.
2. Listing as stated above.

Lesson 8

PURPOSE

To evaluate what the children have learned.

MATERIALS

1. Tape recorder.
2. Tape from Entry Level Assessment.
3. Task cards for unit.

INTRODUCTION

Say: "Today we will find out what we've learned about radio and TV occupations. Let's listen to the tape we made at the beginning of this unit. Let's find out how much more we know now."

CLASS ACTIVITIES

1. Listen to first tape.
2. Make new tape involving original questions and any comments on the unit the children might care to make.
3. Free use of task cards.

SUMMARY

1. The tape acts as a summary.

Information Sheet #2

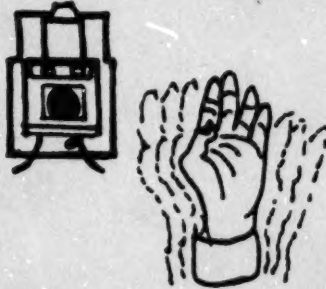
TELEVISION HAND CUES

Study these TV hand cues and then give a demonstration to your class.

HAND CUES

STAND BY-

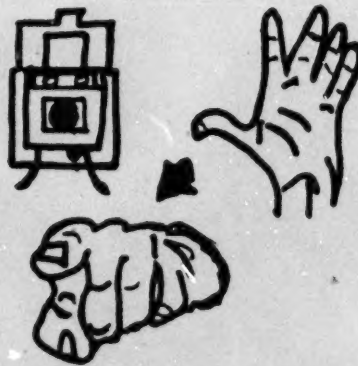
hold out an open
hand with slight
side-to-side motion
away from body



STAND-BY

ON THE AIR -

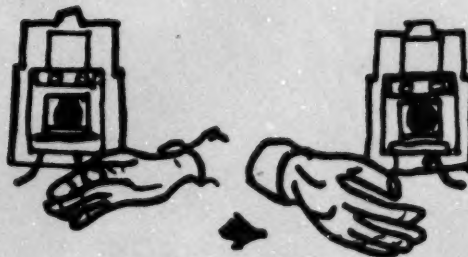
bring hand forward in
a sweeping motion
from stand-by position
to a direct point at
talent



STAND-BY "YOU'RE ON"

WAVE -

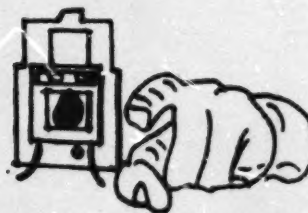
move arm in a
broad sweep from
stand-by position
on 1st camera to
stand-by position
on 2nd camera
(tells talent of
camera angle change
on him)



TELEVISION HAND CUES

RAP or SPEED-UP -

make circular motion
with hand, forefinger
pointed at talent (faster
motion denotes urgency)



RAP
or
SPEED-UP

GET OUT -

wave to talent in
good-bye fashion
(tells talent to
make a smoother but
immediate close)



GET OUT
or
GOOD-BYE

CUT -

motion as if
cutting your
throat (tells
talent to stop)



CUT

STRETCH or SLOW DOWN -

use both hands in
motion like pulling
taffy

STRETCH or
SLOW DOWN



TELEVISION CUES

TROUBLE

form a capital 'T' with
both hands held open



TROUBLE

10 MIN. - 1 MIN.

hold up as many
fingers as number of
minutes



1 MIN.



6 MIN.

METHOD FOR 1-10 MIN.

1/2 MIN. -

cross the forefingers
of both hands



1/2 MIN.

15 SEC.

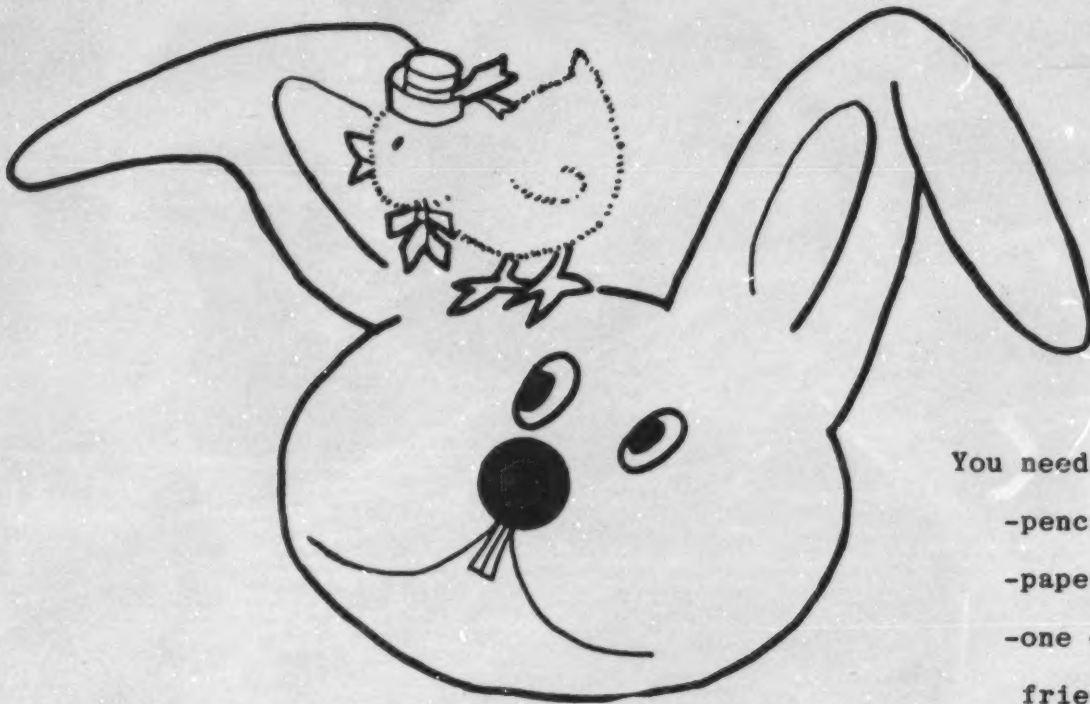
shaking and twisting
a fist at talent



15 SEC.

TASK CARD 1

LOOKING AND LISTENING



You need:

- pencil
- paper
- one or more friends.

Head your paper as shown. Under those headings, list the time you spend either watching television or listening to the radio. Tally your lists after a twenty-four hour period. Compare your list with your friends. Figure out how many hours you watch or listen per week; month; year.

TV	Radio



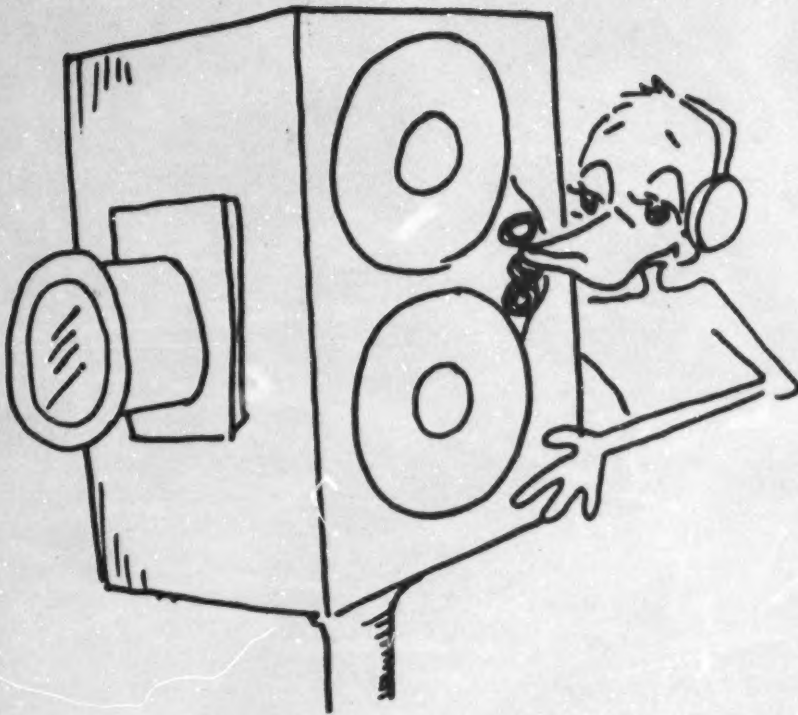
TIME MARCHES ON

You need:

- large chart paper
- crayons or felt pen
and/or magazines
- scissors
- glue

By use of words or pictures (or both), show some advantages and disadvantages of watching TV or listening to the radio. You could show just advantages, just disadvantages, or both. You might cut out pictures showing what people could do if they were not watching TV.

TASK CARD 3



IT'S YOUR DAY

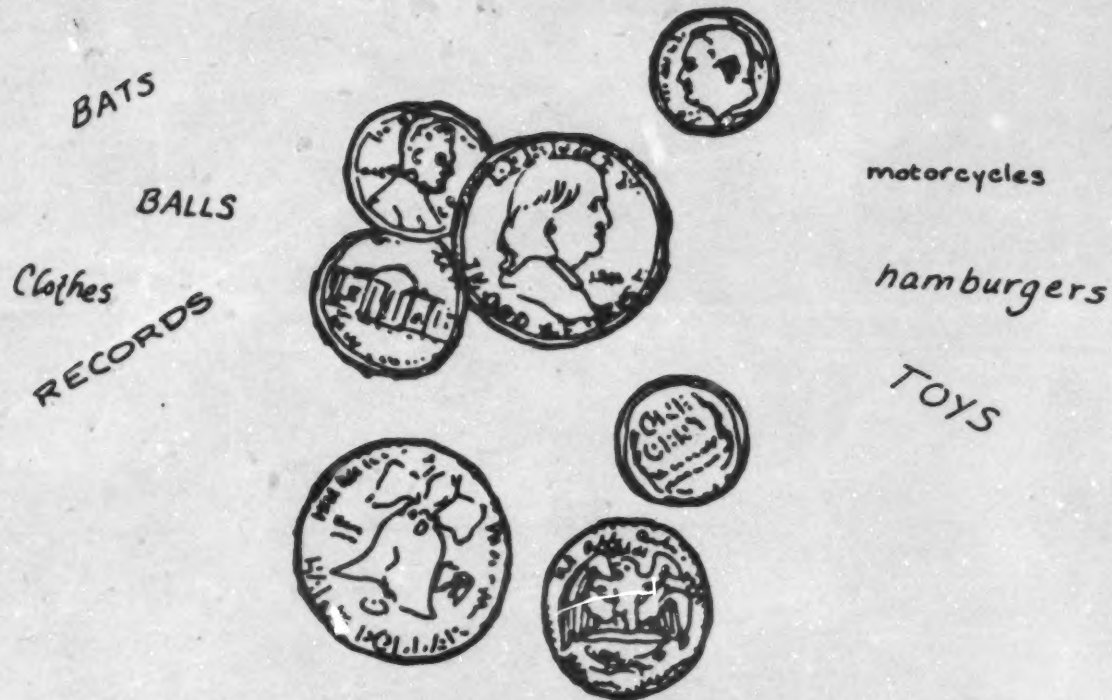
You need:

- paper
- pencil
- large chart paper
- felt pen

Use the paper and pencil to make a rough draft of twenty-four hours of TV programming for one station. It's your station and your day. Organize it in any way you like. Consider, however, that your station won't last long if there aren't shows for all kinds of people.

When you're finished, transfer the information to the chart. Share it with the class.

BUT WILL IT SELL?



You need:

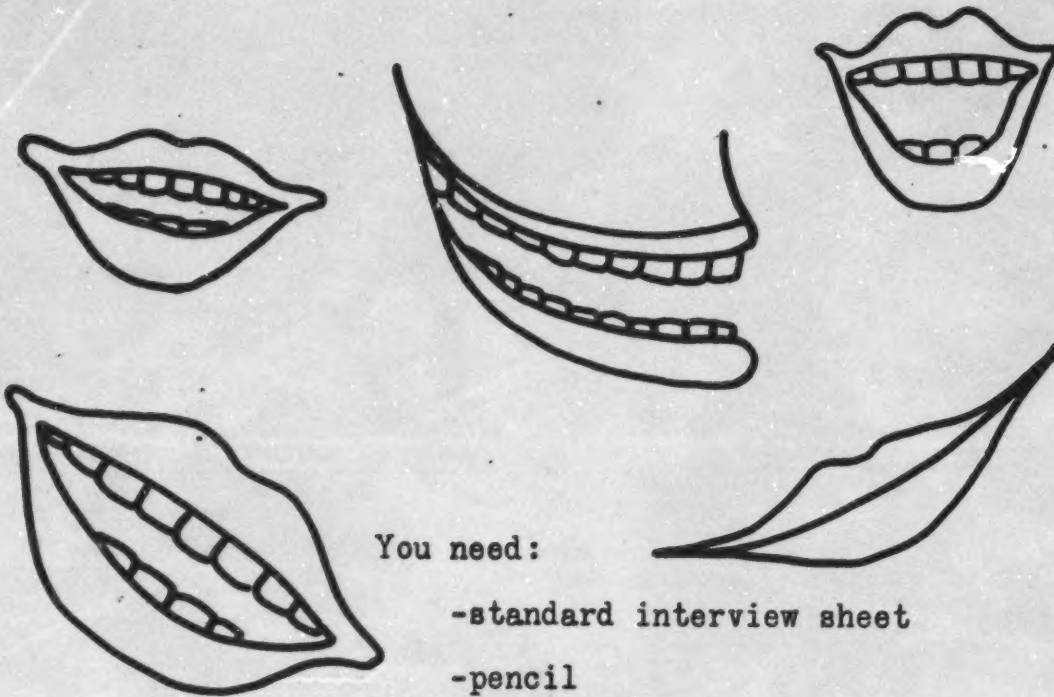
- bright ideas
- paper
- pencil
- drawing paper
- crayons

Write advertising copy to use on the radio. Be sure that what you have written does a good job of selling the product even though people can't see it.

Then write (and illustrate) advertising copy for the same product for use on television.

Be able to explain the differences in how you advertise the product.

ASK THEM YOURSELF



You need:

- standard interview sheet
- pencil
- resource person

If you know someone who works in the Programming Division of a radio or television station, do a personal interview.

If not, call a station and ask if you may do a phone interview. Be polite, and be sure to explain clearly what your purpose is.

Share your interview with the class.

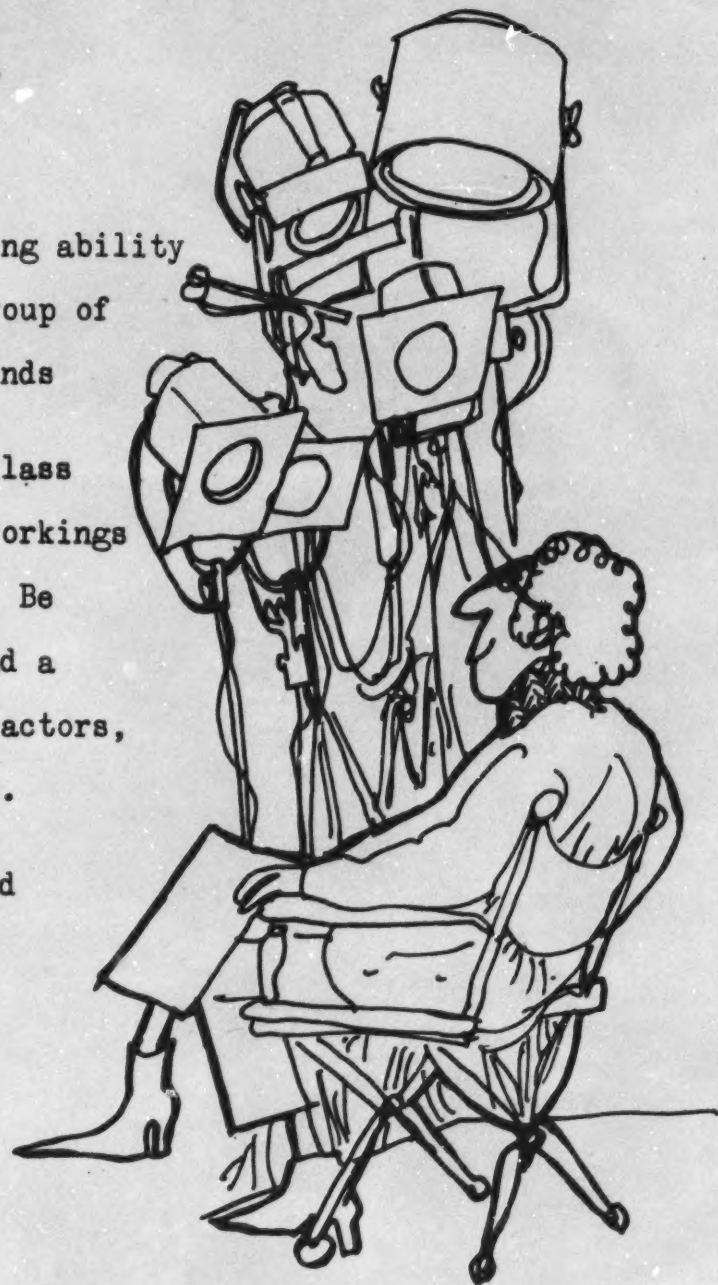
ROLL 'EM. . .

You need:

- acting ability
- a group of friends

Plan and perform for the class a skit showing the inner workings of a TV or radio program. Be sure to have a director and a floor manager, as well as actors, newsmen, disc jockeys, etc.

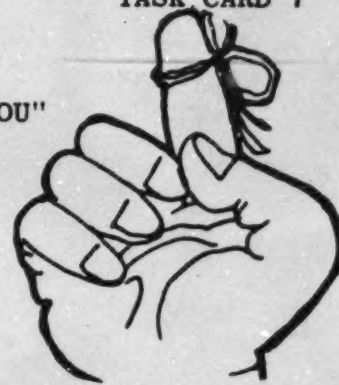
Don't forget your props and a lot of enthusiasm!



DON'T FORGET TO SAY "THANK YOU"

You need:

- pencil
- paper
- some ideas from our guest speaker



Those who do special things for us deserve special thanks. Write a note expressing appreciation for our guest speaker. Some suggestions follow. Your teacher will write the greeting on the board.

Form To Use:

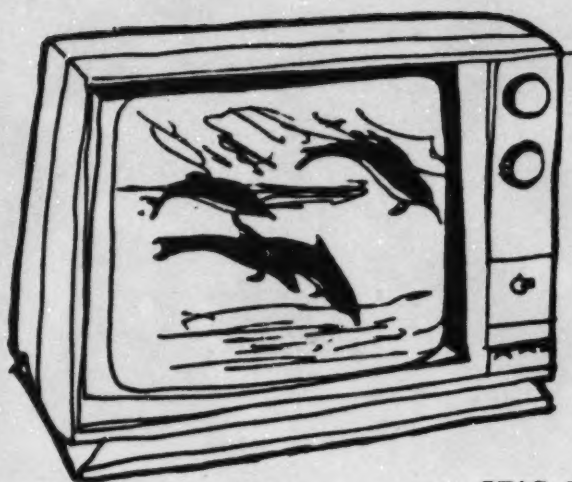


Things To Include:

1. Words of thanks
2. Things you learned
3. Things you enjoyed

Write neatly!

TASK CARD 8



IT'S UP TO YOU

You need:

- pencil
- paper
- clear opinions
- determination

Write a petition telling a radio or TV station why you like or dislike a particular program. Gather as many signatures as possible. Mail the petition to the station.

Be sure to have clear, logical reasons for liking or disliking a program.

Good luck! You may have some influence.



TASK CARD 9

WHAT WAS THAT HE SAID?

You need:

- writing ability
- news article
- pencil
- paper

Read your news article carefully, then write it in at least three ways using the same basic facts. Try not to change the facts--just the way they are presented.

Read your articles to a group. Ask them which they thought was the clearest presentation; the most honest; the most interesting; the dullest; etc.



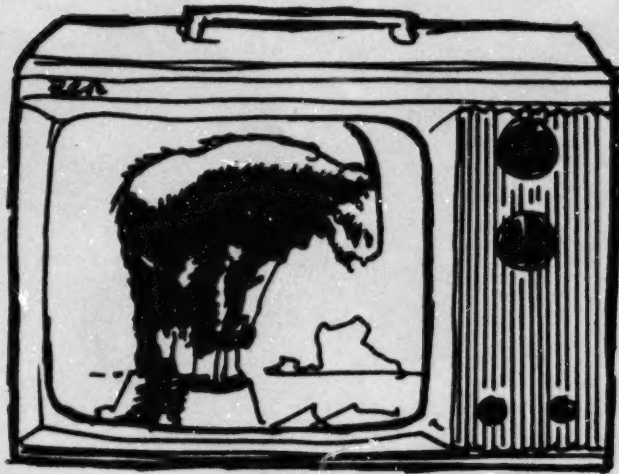
ANCHOR MAN

You need:

- acting ability
- a good plan
- one or more friends (if you wish)

Role play either a radio or television news broadcast. You may make it humorous or serious. You might have an entire news panel (sports, weather, etc.) or do a solo.

We're ready to watch!



WHAT'S NEWS?

You need:

- 3 cards (5" x 8")
- ruler
- pencil
- felt pens
- television set

Using your 5" x 8" cards, rate the news program of three different stations in the following categories:

Interest

Information

Excitement

Honesty

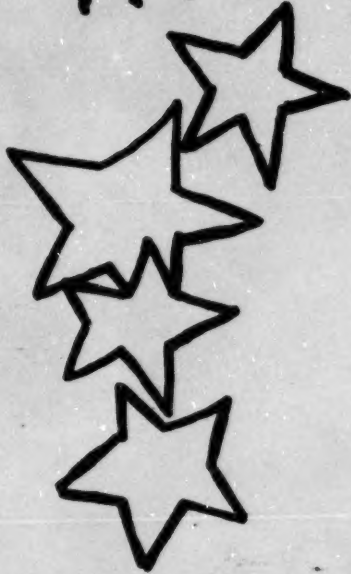
Variety

Fairness

Rate the programs on a scale of 1-10, with "one" being the lowest and "ten" being the highest.

Share your results with the class.

THOSE LUCKY STARS!



You need:

- ability to imitate
- a group of friends
- a list of radio or TV stars

Form two teams from your group.

Write the names of the stars on separate pieces of paper.

Let each team member in turn draw a name and imitate that star. Keep track of the time it takes each team to guess which star is being imitated. The team with the least total "guessing" time is the winner.

TASK CARD 13

FEMININE DEBATE

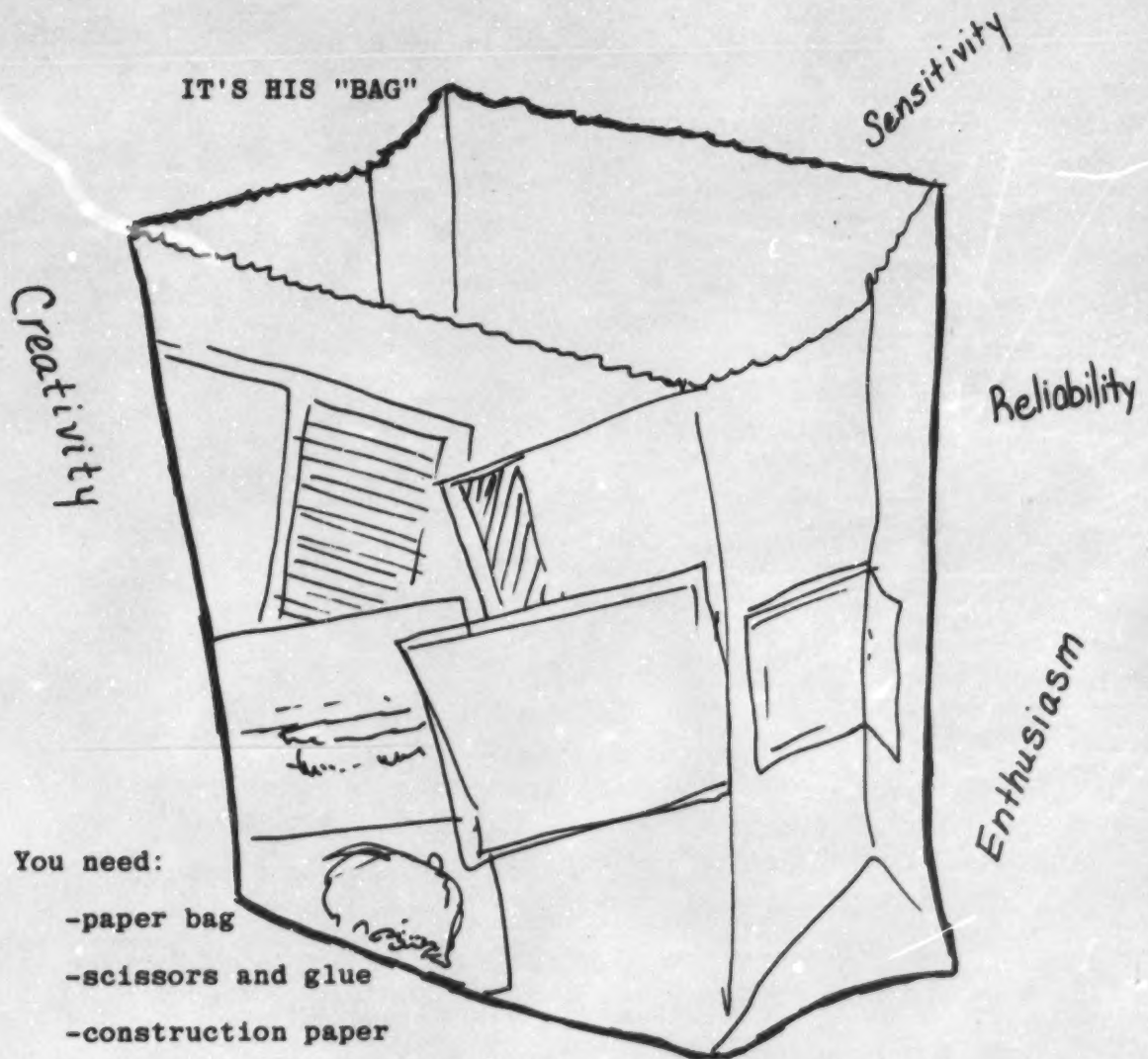
You need:

- interest in debating
- two teams



Choose one of the major occupations in the TV and Radio Cluster.
Debate the pros and cons of a woman holding that position.

Debate no longer than 15 minutes. At the end of the debate, ask
the class to decide which team made the best case for their point
of view.



Broadcasters need certain traits or qualities. Use symbols, words, and pictures to show some of these qualities. Cut them out and glue them on the paper bag. Make it colorful and interesting.



You need:

- colored construction paper
- scissors and glue
- felt pen

Following the diagram, make a wheel to show some personality traits you feel are important in a particular TV or radio occupation. Use circles, triangles, squares, or any other shapes of your choice.



COMMUNICATION



You need:

- good imagination
- speaking ability

Role play a situation where:

- A. An individual station is communicating an important piece of local news. (Lost dog, weather condition, traffic condition, fire, etc.)
- B. A network station is communicating an important piece of national news. (Political, economic, etc.)

NBC

KGB

CBS

KERN

ABC

KBAK

KUZZ

STATIONS

You need:

- construction paper or tag
- scissors
- string

Make a colorful mobile using the word "STATION" as a base. Hang from it various symbols and call letters from different radio and TV stations.

Hang it from the ceiling.

Now showing ON...

TASK CARD 18

You need:

- artistic ability
- felt pen
- drawing paper or construction paper
- scissors
- glue

Design a symbol suitable for a network TV station.* You may design a symbol for a real station or a pretend station.

*Examples of symbols are the NBC Peacock and the CBS Eye.